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ABSTRACT

A 3-day outdoor adventure training program for an experimental group of Resident Assistants (RAs) at Pennsylvania State University was implemented to determine the effects of such a program on group cohesiveness and self-confidence. There were 60 subjects in the control group and 55 in the experimental group; 59% of the control group were male and 70% of the experimental group were female. While the control group participated in regular "in house" training, the experimental group participated in a 1-day orientation program followed by a 3-day adventure program which consisted of hiking, caving, swimming, and group problem-solving tasks. All facets of the usual RA training program were retained for both groups. The Moos and Humphrey Group Environment Scale and the Vegega Supervisory Self-Confidence Scale were administered prior to training, on the day following the program, and 11 weeks later. Results indicated that the program was effective in developing and sustaining group cohesiveness, that this group cohesiveness was sustained over time, that it was not effective in developing greater self-confidence than the regular program, and that the effectiveness of the program was differentiated in certain respects by the sex of the participant. (CM)

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The Pennsylvania State University

The Graduate School

College of Health, Physical Education and Recreation

The Effectiveness of an Outdoor Adventure Program as a Training Method for Resident Assistants

A Thesis in

Recreation and Parks

by

Keith Vincent Cook

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

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ABSTRACT

A three-day outdoor adventure training program for an experimental group of Resident Assistants (RAs) at The Pennsylvania State University was implemented during the week preceding the arrival of the 1979 Fall-Term students. The subjects used in the study were the 60 RAs contracted to East Halls (control group), and the 55 RAs contracted to Pollock-Nittany-Center Halls (PNC), (experimental group). A higher percentage (59%) of the control group were male, while a higher percentage (70%) of the experimental group were female.

During the week preceding the arrival of the Fall-Term students, the RAs were involved in a four-day training session. While the control group participated in regular "in house" training, the experimental group participated in a one-day orientation program followed by a three-day adventure program. The adventure program entailed hiking, caving, swimming, and group problem-solving tasks. The RA training schedule for the experimental group was organized to permit the inclusion of the adventure program while still retaining all the facets of the usual RA training program.

The Moos and Humphrey (28) Group Environment Scale and the Vegega (50) Supervisory Self-Confidence Scale measured the dimensions of group-cohesion and self-confidence, respectively. The scales were administered on the day prior to commencement of training, on the day following the program, and at the end of Fall-Term (11 weeks later).

Analysis of covariance and analysis of variance were used to test significance of difference between the means of the attitude

scores for group-cohesiveness and self-confidence, respectively. Also supervisory group means and means according to the sex of the subjects were compared for differences in responses on the two scales.

Both control and experimental groups were similar in group-cohesiveness as measured by the pre-test. There was a significant increase in group-cohesiveness for the experimental group when compared with the control group following the training program. The cohesiveness was sustained over time and remained significant when comparisons were again made at the end of term, 11 weeks later.

As with group-cohesion, both control and experimental groups were similar initially on self-confidence as measured by the pre-test. There was no significant increase in self-confidence for the experimental group when compared with the control group either following the adventure program or 11 weeks later.

It was concluded in this study that:

1. A three-day outdoor adventure program is effective in developing the group-cohesiveness of Resident Assistants (RAs).
2. Group-cohesiveness developed through adventure training is sustained over time.
3. An adventure program does not develop any greater self-confidence within RAs than a usual "in house" training program.
4. The effectiveness of the adventure program is differentiated in certain respects by whether RA participants are male or female.

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

Outward Bound is a phenomenon of this century. It is a direct outgrowth of the progressive educational ideas of Kurt Hahn, a German educator who founded the famous Gordonstoun School in Scotland. He was able to apply his theories in Great Britain in the era encompassing World War II. From its inception as a rigorous preparation for seamen facing the war-time possibility of having to survive a shipwreck in a most hostile environment, the concept has been adapted and expanded in role and scope.

Hahn's educational philosophy stressed the development of inner resources through physical as well as mental challenge. He believed that education was a means for developing character and producing responsible, active citizens. Through a series of activities involving stressful situations and unified group efforts, "Hahn's program" taught students how to be self-reliant, creative, responsive, and responsible.

One of the major emphases of Outward Bound is to place students in a variety of physically safe but stressful situations designed to encourage them to confront their physical and emotional fears. Many of the tasks demand a group problem-solving approach if the situation is to be successfully resolved. In the process individuals learn that they can accomplish more than they believed possible and, as a result, gain in self-confidence. "The real and challenging situations . . .

provide direc personal experiences from which the students' understanding of themselves and others will develop." (Outward Bound Trust, 32,2)

Listed among the underlying benefits of social growth and competence, the Outward Bound Trust (32,2) includes:

1. Growth in the capacity to work with and for other people demanding cooperation and interdependence; and, also, a sensitivity to and concern for others, stemming from the successful achievement of the group.
2. Growth of personal confidence, stemming from the mastery of the essential skills and techniques of the activities, which are put to the test in the expeditions.

The first Outward Bound School to be established in the United States was at Colorado in 1962. This was quickly followed by schools in Maine, Minnesota, Oregon, North Carolina, and Texas. (Koepke, 23)

In a review of a series of evaluation studies of Outward Bound in Great Britain, Fletcher (12) noted that a consistent finding of these studies was that students felt that self-confidence was the quality most developed. Other important outcomes were the students' increased ability to mix with others, to engage more happily in team work, and to understand better the point of view of individuals with a different outlook.

Outward Bound has long been a part of management training in Great Britain, with industry sponsoring Outward Bound participation

for many of its management trainees. (Hogan, 18) In addition, the British Army and some police forces have established training programs based on the Outward Bound concept. Some of the more recent developments in programs offered by Outward Bound include senior and executive courses. These courses concentrate on the development of individual resourcefulness and understanding of group behavior, with opportunities for leadership in practical exercises. "The participants are always impressed by the team-work aspect of the course." (Outward Bound Trust, 32,2)

Koepke (23) stated similar developments have occurred in the United States with courses for individual firms, Manpower Challenge courses for business managers and the integration of management trainees into standard courses. Corporations like Boise Cascade, Ralston Purina, IBM, and Coors, regularly send groups of their managers into such programs, even though many companies have no clear-cut evidence to prove the value of the course. They rely on senior executives who believe on the basis of their own Outward Bound experience, that the courses will make better managers. (Rice, 36)

While Outward Bound does have its own manuals, an increasing number of individuals and organizations familiar with the Outward Bound "process" have been developing what may be termed "modified Outward Bound" programs for specific purposes. These are frequently referred to as outdoor adventure programs. They endeavor to realize similar objectives as the regular Outward Bound process, that is, interpersonal and individual development, within a shorter time period and with somewhat modified activities. The specific means for

accomplishing these ends are by physical challenge, stress experience, problem-solving, and reflection.

It is intended in this study to develop and apply such an outdoor adventure program for the training of Resident Assistants (RAs) in a university residence hall setting.

RAs have a vital role to play in the personal development of students in universities across the United States. They are at the base of the administrative structure and are working in direct contact with the students. To this end, the universities are engaged in training programs to improve the effectiveness of the RAs.

RAs have responsibilities to individual students, to student groups, to other RAs within the hall they are located, to their supervisory staff, and to the university. A special kind of person is needed who can successfully handle the variety of responsibilities, while maintaining a personally successful and rewarding university program of study. A variety of training programs are implemented to prepare the RA for the very demanding role. Some of these programs are general and can be found on most campuses; others are unique and specific.

One such unique approach is the inclusion of an adventure-based program in the training course for the RA. Schroeder (40) quoted Sanford's challenge response theory of personality development which states that in order to grow toward psychological maturity, an individual must be confronted with strong challenges requiring the development of new adaptive processes and coping behaviors. The

value of the adventure-based program is that it can be designed to present RA groups with challenges that have to be resolved by a total group effort.

Literature supports the idea that group-cohesiveness is highly relevant to the successful performance of an RA. Supervisory group-cohesiveness is considered important in helping RAs to handle their dormitory responsibilities. Within the supervisory groups the RAs are more able to share their problems, find communicating easier, and obtain more feedback when cohesiveness is well established. A cohesive group also tends to support members of the group when facing problems, particularly if alienation occurs from students on the floor following disciplinary action. Another perceived asset of supervisory group-cohesiveness is the increased ability to attack a dormitory-wide problem as a group rather than as individuals. The assistant coordinators also function as a group, and a high level of cohesiveness enables them to more effectively tackle problems facing an entire area. In addition, they are able to assist in maintaining the cohesiveness of their supervisory groups.

Gerst and Moos (14) believed that the immediate living environment may have significant impacts on students. In particular it can affect such areas as satisfaction with college life, intellectual and academic productivity, changes in mood states, and development of psychiatric symptomatology.

In 1975, Montgomery et al. (30) reported that students tended to become disenchanted with residence halls over the span of a school

year. It is Schroeder's belief (41) that what is needed are new strategies for increasing the quality of the residence hall experience. One obvious starting point is to reexamine the training of RAs who have such an intimate and continuous impact on resident students and their life-styles.

In view of the objectives of a program of training for RAs and the apparent outcomes of an outdoor adventure approach, it would seem desirable to investigate the effectiveness of an RA training scheme which utilizes an outdoor adventure program.

Statement of the Problem and Hypothesis

The purpose of this study was to investigate the effectiveness of a three-day outdoor adventure program as a training method for resident assistants (RAs) in the development of group-cohesiveness and self-confidence.

The hypotheses to be tested were that:

1. There is a significant difference in group-cohesiveness between those RAs who participate in the outdoor adventure training and those who do not.
2. There is a significant difference in self-confidence between those RAs who participate in the outdoor adventure training and those who do not.

Delimitations

This study was delimited to the resident assistants contracted to Pollock-Nittany-Centre Halls (PNC) and East Halls at The

Pennsylvania State University during the Fall Term, 1979, and their pre-term training program framework.

Definitions

Terms frequently used in this study were defined for clarity in interpretation.

Group: A social unit consisting of two or more individuals who have formed role and status relationships with one another and who have a set of values or norms applying to their behavior, at least in matters of consequence to their relationship. (Sherif, 44,52)

Group-cohesion: The extent of members' involvement and participation in the group; of their affiliation and commitment to the group; of the help, manifest concern, and friendship displayed to each other. (Moos, Insel and Humphrey, 29,27)

Outdoor Adventure Program: Those activities that are potentially dangerous and are designed to present a meaningful challenge within a framework of safety in order to give participants deep personal and social awareness. (Adapted from Mortlock, 31,3)

Self-confidence: In supervisory settings, is assurance, trust or certainty in one's self or in one's own abilities in a variety of situations in which an individual must be in charge of others or must be responsible for making decisions; embodies a configuration of qualities and/or activities including the ability to organize and take charge, to work and make decisions even under pressure, and to be able to speak, converse, and take charge of others even in unfamiliar surroundings. (Vegega, 50)

Limitations

The procedure for the selection of RAs and their allocation into supervisory groups was predetermined by residence halls administration. In effect this means that the subjects were not randomly sampled nor randomly placed into groups, nor were the experimental and control groups matched in any way. There were some differences in the two groups as described in Chapter IV, Profile of Subjects.

The RA training program was also determined by the residence hall administration, except for the adventure program. This program was jointly planned by the resident hall area coordinator and the investigator.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, literature is reviewed that relates to the investigation of the effectiveness of a three-day outdoor adventure program as a training method for Resident Assistants (RAs) in the development of group-cohesiveness and self-confidence. The review is divided into three sections: (a) cohesiveness, (b) self-confidence, and (c) adventure programs.

Cohesiveness

In their work in social psychology, Sherif and Sherif (46) stated that a human group has compelling properties. They believed that "group-ness" is people interacting; it is the relations that exist among them. These relations consist of reciprocal expectations and the characteristic way of interacting. In delineating the frame of reference for participants in the interaction process, Sherif and Sherif believed that there are at least four sets of factors. These factors with relationship to this study follow.

1. The individuals and their relationship. In this study the individuals in each group were, for the most part, neutral to one another as most are new to the group and the role of RA.
2. The nature and properties of the tasks that confront the participants. For the RAs, the tasks were all group-oriented adventurous activities.

3. The situation, location, and facilities. In the training program these were a forest area containing huts, a log cabin, pit toilets, and cold running water. A stream provided bathing facilities.
4. Each participant's relationship to the foregoing three factors, in particular how they relate to other group participants as they tackle the tasks. This study focuses upon the development of cohesion within each supervisory group and self-confidence in individuals.

McIntyre (26), in reviewing various definitions of cohesiveness, concluded that they describe two aspects: (1) the group behavior (morale, efficiency, "Spirit"), and (2) the attractiveness of the group for the members. Cohesiveness appears to contribute to a group's potency and vitality, and concomitantly it increases the significance of membership for those who belong to the group.

A study of group-cohesiveness by Blanchard et al. (4) reported that considerable data seem consonant with the proposition that participation, especially in group decision-making, contributes to satisfaction with the group and to liking for fellow group members. In their study 56 military subjects in interracial groups composed of black and white soldiers were put to work on a cooperative task. It was found that interpersonal liking and, therefore, group-cohesiveness increased as the group was more successful. Anderson (3), in a study of task-oriented groups using 120 female subjects in 40 trials, observed that cohesiveness became greater when the groups were more

successful. An examination of a great deal of related literature led Hare (16) to conclude that cohesiveness is related to groups being well-organized. Members, individually motivated to do the task, are attracted to each other, and the group is successful.

Dimock (9) said that there are several factors related to the cohesiveness of a group, and the first of these concerns size. He believed that small groups of 5-12 have greater cohesion than large groups. Part of this is due to what he perceived as greater interaction and increased participation afforded the members. Based primarily on observation, he further stated that groups which accomplish tasks and operate on a cooperative basis are likely to be more cohesive. Zander (53) also considered size an important aspect of a group, but he related the crowdedness of the space the group occupies, and its sexual composition. The crowdedness factor involved a laboratory experiment and is not relevant to this work. However, he reported that everybody liked mixed groups more than single-sex groups.

Feldman (11) observed in his study of group-cohesiveness at four summer camps that functional integration and interpersonal integration of the small groups had a positive correlation.

> From the findings of the study it can be postulated that if the purpose of the program is enhancement of group-cohesion (interpersonal liking), program activities should be designed to facilitate the development of functional interdependencies such as camping trips or other group projects. (Frye, 13,9-10)

Israel (20) stated that Passport for Adventure is a program in which there is a strong emphasis placed on group cohesion. Outward Bound serves as the model for many of the adventure-based programs

that use the challenge of the wilderness as a means of producing group problem-solving situations to achieve a goal of group-cohesiveness.

Latta (24), the assistant to the Director of Residential Life Programs at The Pennsylvania State University, commented on one of the aims of staff training for RAs. He noted repeated emphasis on group development of supervisory groups. The pattern of group development of supervisory groups is likened to that which can be achieved on the floor of the dorm. In other words, all RAs are repeatedly encouraged to develop cohesiveness within their dorm.

The results of the study by Anderson (3) suggested that goal-path clarity may be dominant in determining group-cohesiveness in task-oriented groups. The training program for RAs emphasizes this aspect, and it is, therefore, expected that groups would display a high level of cohesiveness if only because of the task-orientation.

Self-Confidence

There is considerable literature about self-concept, self-esteem, and self-confidence; but, for the most part it is very general. There appears to be little in the literature that relates specifically to self-confidence in a supervisory position. There was nothing to indicate how people felt about taking command and supervising others. Ajzen and Fishbein (1) argued that the more specific the attitudinal object, the closer the correspondence between the attitude and the behavior. Therefore, a scale that more closely measured a particular type of self-confidence, in this case supervisory self-confidence,

would be a better predictor of that type of behavior. In other words, such a scale is more likely to predict how one would behave in the supervisory situation.

When "self-accepting" persons set a goal in doing a particular task, Wylie (52) believed there would be a small, positive discrepancy between performance level and goal. Self-rejecting persons, however, would either set goals they could easily exceed or set goals far beyond their capabilities. A low degree of phenomenal self-regard might be indicative of "maladjustment," while a high level of self-regard could indicate either good adjustment or the denial of problems.

Allport (2) stated that the levels of self-regard are not predetermined; the perception of the self is not innate, but developed after birth. Also, Sherif and Sherif (45) believed that a person's attitudes toward himself define what he is and what he is not; they determine his self-image.

A frequently made claim on behalf of adventure-based programs is the positive effect they have on an individual's self-confidence or self-concept. Iida (19), in a review of research on adventure-oriented programs, found a fairly consistent effect in a positive direction. He reported that research indicates that Outward Bound has a positive impact on the participants' self-assertion and self-esteem, and further, that studies on adventure and survival programs also revealed a positive change in overall level of self-esteem.

Koepke (23) examined changes in self-concept of 44 participants, 33 males and 11 females, enrolled at the Colorado Outward Bound School.

She concluded that following the course, the participants viewed themselves more positively, and their perceptions of what they were more closely approached what they would like to be.

Porter (34) reported that Howard used the Tennessee Self Concept Scale Counseling Form to assess the effects of a 26-day survival-training experience on self-concept. Of the 25 subjects tested immediately before and after the experience, the scores indicated significant change on 13 of the 19 scales. In addition, the subjects reported improved self-image in physical, moral-ethical, personal, family, and social self-concepts. As in previous studies, survival training was concluded to be effective in stimulating significant improvements of feelings toward oneself.

In an interpretation of the theory of Outward Bound, Rice (36) stated that by overcoming reluctance and fear the individual is better prepared to face other challenges. He elaborated on this point in reporting comments of the senior vice-president of Boise Cascade after a group from the company had returned from Outward Bound. The men returned feeling better about themselves and confident of their ability to succeed at previously untried activities. In summing up Outward Bound, Rice was of the opinion that it can be a powerful catalyst giving confidence to decide and to act.

Adventure Programs

Although a phenomenon of this century, the actual activities have their roots in more primitive societies where mere living was an

adventure. Expertise in hiking, camping, hunting, canoeing, and navigating were some of the essential elements of survival.

However, it was not until the progressive educational ideas of Kurt Hahn were put into practice, first in Southern Germany during the 1920's and 1930's and later in Britain when in exile from the Nazi influence in Germany, that these activities were popularized. It is from the ideas of Kurt Hahn that Outward Bound originated. (Rohrs and Tunstall-Behrens, 38) Hahn founded the now famous Gordonstoun School for Boys in 1933 and was Headmaster there until 1953. According to Hogan (18) the first Outward Bound school was established as a training school for young British merchant seamen during World War II. It had been observed that younger seamen had a lower capacity for survival than their older, more experienced counterparts. British naval authorities reasoned that the younger men, prior to service at sea, had not experienced the vigorous and spartan experiences of the older seamen. Modern society and current maritime training had left the young sailors physically, psychologically, and technically unprepared for the stresses and challenges of war.

Holt, owner of the Blue Funnel Steamship Lines, had long been an admirer of Hahn's educational vision and believed the Gordonstoun scheme could save the lives of his seamen. Hahn believed that untamed nature in its more formidable aspects of sea and mountains could play an important part in the education of enterprising individuals. Thus, with Holt's financial support, the first Outward Bound school was launched at Aberdovey, Wales in 1941. According to Price (35) it

was as much a moral as a practical training and was intended to arm the cadets against the enemies within--fear, defeatism, apathy, and selfishness.

Schafermeyer (39) believed that most of the adventure programs offered in this country can be traced back to the international network of Outward Bound schools. Two of the major emphases of Outward Bound are:

1. To place students in a variety of physically safe but stressful situations designed to encourage them to confront their physical and emotional fears, and
2. To unify groups to work toward a common goal.

Many of the tasks are group activities--e.g., climbing, caving, camping, and rafting--which frequently demand a group-problem-solving approach if they are to be successfully completed. The process traditionally involves the group living and working together, and stresses ". . . the importance of group pride, personal contribution, and trust in yourself and others." (Willman and Chun, 51,53)

Most of the research relating to outdoor adventure programs has been focused on Outward Bound, survival and outdoor adventure courses in relationship to disadvantaged inner-city youth, delinquent youth, and high school under-achievers. Only a few studies have involved college students.

In an effort to clarify what is known and now known about Outward Bound, Shore (47) conducted an extensive review of the research literature available. He was led to conclude that the literature is

weak. He noted that the findings with regard to improved self-concepts are less firmly established than one would have thought, with the results being "mixed, flawed, and confused." However, the results on the effects of Outward Bound on reducing the rate of recidivism among youthful offenders seem consistent and positive.

Kelly and Baer (22) presented the results of a two-year project with 120 juvenile delinquents, 60 of whom attended Outward Bound schools and 60 of whom received routine corrections treatment. Their findings showed that recidivism among the experimental group who attended an Outward Bound course was considerably less than among the control group who received normal treatment. In a report on the five-year follow-up of the delinquents who were the subjects of the 1966 study, Kelly (21) indicated that the recidivism rates continued to favor the Outward Bound group. The results from the Homeward Bound study (51) involving 300 14-to-17-year-old adjudicated delinquents in Massachusetts also show reduced recidivism for its participants.

Dickey (8) illustrated the value of the adventure experience. He cited a number of agencies that have found that survival and outdoor adventure activities do have a positive effect on participants. He concluded that programs of this nature should continue and perhaps be expanded so that more people can take advantage of this experience.

Hartung (17) analyzed the effects of a two-and-one-half-week stress challenge environmental program on college students attending Southern Illinois University. A majority of the participants indicated that they had learned about others, and had gotten to know themselves better as a result of the experience.

Medrick (27) outlined some of the college programs that utilize the designs or services of Outward Bound. The programs are structured around traditional Outward Bound courses into which academic studies are integrated. Examples of studies integrated in this manner are anthropology, archaeology, geology, sociology, psychology of stress, and alternative physical education. The developmental priorities and goals are listed as: individual student growth, curriculum integration, faculty-student relations, and leadership team building.

For many of the 19 college and 39 high school participants, Schulze (42) stated that the sense of mutual dependence and trust was a high point of the Outward Bound experience. Students found that they not only had to work together, but also had to depend on each other for spiritual and emotional support, and in the process gained a deep feeling of responsibility and concern for fellow participants.

The only study identified that utilized an outdoor adventure program in the training of RAs was reported by Schroeder. (40) He gave details of an experimental training program emphasizing challenge-response theory for 21 male RAs at Auburn University. The training program was an attempt to aid RAs to develop further their social modeling skills and increase their understanding and application of group process skills. The program sought to facilitate individual behavioral development and team or group behavioral development by impelling RAs into a series of challenging individual and group experiences that demanded more of them than they would demand of themselves. The forest, or wilderness area, was used because it is remote, foreign to most RAs and physically demanding.

Of particular interest in Schroeder's study was the Group Process Objectives. The program was designed to present RA teams with tasks and challenges that had to be resolved by a total group effort. The specific behavioral development objectives were intimacy, cohesiveness, mutuality, cooperation, and group interaction processes. The evaluation of the program was done through two questionnaires administered at the conclusion of the training program. They were locally developed to gather information about RA's impressions of the program.

Schroeder believed that this type of training has potential as a staff development model; however, he said "its effectiveness needs to be subjected to rigorous examination."

CHAPTER III

PROCEDURES

The purpose of this study was to investigate the effectiveness of a three-day outdoor adventure program as a training method for resident assistants (RAs) in the development of group-cohesiveness and self-confidence. This chapter describes (a) the subjects, (b) RA training, (c) the experimental program, (d) instrumentation, (e) collection of data, and (f) treatment of data.

Subjects

The subjects of this study were the resident assistants (RAs) contracted to East Halls and Pollock-Nittany-Centre Halls (PNC) at The Pennsylvania State University for the academic year 1979-80. These halls are two of nine designated communities or clusters of halls of residence, referred to as areas. Area coordinators had the opportunity to do the pre-fall training using whichever methods they wished. PNC was the experimental group because the coordinator had previously conducted an adventure training program and desired to again utilize this method with the RAs. East Halls was selected as the control group because it was the only other area of comparable size with a similar number of RAs.

There were 55 RAs contracted to PNC of whom 39 were females and 16 were males, and who were the experimental group. Of the 60 RAs

contracted to East Halls, who were the control group, 27 were females and 33 were males. The selection of RAs is a carefully conducted procedure. Potential vacancies are advertised in the student newspaper, over the local radio, and on bulletin boards in the halls of residence and throughout the campus. All applications are carefully screened. A 2.5 cumulative grade point average is required, and the individual must be at least a sophomore in the Fall Term and have an acceptable discipline record. Applications are made directly to the residence hall coordinator for the preferred area or areas, but an individual can make no more than two applications. The residence hall area coordinators organize their own system of selection. It is usual for two interviews to be arranged, one with the coordinator and one with a group comprised of the coordinator, his assistants, and already serving RAs. In some cases, students in residence are also included.

For the 1979-80 academic year, 178 Resident Assistants were appointed to the residence halls. Eighty-seven of the assistants were male, and 91 female. The cumulative grade point average of the group was 3.15, and the mean age of the males was 22 and of the females, 21 years.

RA Training

Individuals who are selected for the position of RA are provided with training and support services to enhance their effectiveness in their responsibilities. The students are required to participate in the RA training course, Counselor Education 302. This is a three-credit course that trainees must complete successfully. The syllabus

includes developmental issues, counselor techniques, interpersonal skills, race relations, group leadership skills, and group dynamics.

Each area coordinator is also required to conduct courses for all new or returning RAs for the forthcoming academic year. Topics to be covered include alcohol and drug awareness, on-campus referral agencies, programming and implementation, conduct standards, University regulations and their enforcement, fire drills, and first aid.

There is a final pre-Fall training period for all assigned RAs, the purpose of which is to acquaint them with one another, meet the hall catering, cleaning, and caretaking staff, take refresher courses in the work covered earlier, and discuss issues such as depression, suicide, pregnancies, and their own mental health. Area coordinators are also at liberty to offer additional course content to prepare RAs for the demands of a specific area.

The final training program for the RAs occupies a four-day period during the week preceding the arrival of the Fall-term students. It was during this period that the control group of RAs from East Halls participated in regular "in house" training in group dynamics and learning about referral agencies on campus, the discipline system, and safety and fire drills. (See Table 1 for details) Similarly, for the experimental group of RAs from PNC, the first day was set aside for arrival, settling in, and orientation to the area. The first day was followed by the three-day adventure program described in detail in the next section.

TABLE 1

Pre-Fall Training Program
East Halls, August 23-26, 1979

Thursday, August 23, 1979	
1:00 - 5:00	RAs arrive
5:00 - 6:00	Dinner
6:30 - 8:30	Ray Murphy and Pat Peterson
Friday, August 24, 1979	
9:00 - noon	Fire and safety regulations Fire drill procedures Procedure and use of record forms and reports Procedures of residence hall staff
1:00 - 5:00	Identify expectations of the RA job Identify conditions of employment Application of interpersonal skills
Saturday, August 25, 1979	
9:00 - noon	Development of interpersonal functioning Understand and identify the University Code of Conduct and the Conduct Standards System
1:00 - 5:00	Developing, planning, implementing, and assessing programs
Sunday, August 26, 1979	
9:00 - noon	Identify and describe the location, services, procedures, and key personnel of each referral agency on campus
1:00 - 5:00	Orientation

Experimental Program (Outdoor Adventure)

The use of adventure programs was not a new concept in the training of RAs at The Pennsylvania State University. An outdoor-adventure training program for the RAs from PNC was first introduced by the area coordinator as part of the pre-Fall term training program for the 1978-79 academic year. Included were orienteering, performing outdoor skills, rapelling, and doing group projects. The area coordinator, his assistant coordinators, and the RAs voted the project a success, and a decision was made to include a similar program as part of the 1979 pre-Fall term training.

A total of 55 RAs and the 5 assistant coordinators participated in the program conducted at Watts Lodge, on University land, in the Tussey Mountain region, from August 24-26, 1979. The RAs were not familiar with the site, a heavily timbered, hilly area containing huts, cabins, a tenting area, and an outside toilet. For a time schedule outline of the training see Table 2.

The assistant coordinators are each assigned a specific "block," a geographical unit in the residence area. In the training, the assistant coordinators served to facilitate the three-day training program without directly influencing their supervisory group. They participated in each activity, but not as a leader. Their role was very low key. The primary leader was the investigator who had a background in outdoor adventure activity leadership.

The 55 RAs, by the nature of their contracts to PNC, were already formed into 5 supervisory groups varying in size from 6 to 14,

TABLE 2

Outdoor Adventure Training Program
Watts Lodge, August 24-26, 1979

Thursday, August 23, 1979	
4:30 p.m.	Details of training program to RAs
Friday, August 24, 1979	
12:00 noon - 3:00	Hike into camp area
3:00 - 4:30	Group problem-solving--select camp-site--set up camp
4:30 - 5:30	Orientation to the wilds--group presentations
5:30 - 7:00	Dinner
7:00 - 8:30	Supervisory group task
Saturday, August 25, 1979	
7:00 - 8:00	Breakfast
8:00 - noon	Caving--each group to explore a separate cave, discuss in total darkness their feelings about the experience, the various sensations, sound, smell, touch, restricted vision
12:00 - 1:00	Lunch
1:00 - 3:00	Swim
3:30 - 5:00	Group Task--select route to campfire location--mark trail appropriately for a group to follow in the dark (note--markers must be removed by second group)
5:00 - 7:00	Dinner
7:00 - 9:00	Discussion time
9:00 - midnight	Night hike and campfire. Each group to carry an essential ingredient for the campfire
Sunday, August 26, 1979	
7:30 - 8:30	Breakfast
8:30 -10:00	Group project
10:00	Clean up camp area and return to campus

Staff — Art Costantino--Area Coordinator, PNC
Five Assistant Area Coordinators
Keith Cook--Recreation & Parks

depending on the capacity of the residence hall to which they had been assigned. All were dropped off in their groups, at predetermined points, approximately five miles from the destination. Carrying all their supplies, the groups hiked toward the destination and arrived almost simultaneously.

In designing the program, the intention was to provide a variety of group activities, some with stress. Each group was to have maximum interaction in the limited time available. With every possible situation a group decision was required before the RAs engaged in an activity. For instance, as each group arrived, its members were given the task of surveying the available accommodation, hut, log cabin, verandah space, or tent to decide where they would prefer to stay. It was interesting to note that each group selected a different location.

After the camp was set up there were group presentations on prearranged topics relating to the wilderness: first aid, camp hygiene, poisonous plants, insects, and animals. Time to prepare for presentation of the topics had been given the previous evening.

Each group had the responsibility of preparing one meal for the entire gathering, but the group had to decide which meal they preferred to prepare. For the meal they selected each group received menu and ingredients. The delegation of duties and the preparation of the meal were accomplished by group decision making. As well as affording the opportunity for a group effort, meal times were considered to be ideal in giving each group of RAs a chance to meet and mix with other groups. The purpose was to facilitate future communication between groups and individuals in the entire PNC area.

During the first evening all groups attended a lecture on caving and then received details on each of the available caves. Each cave presented a different level of difficulty, and the decision the members of each group had to make was which cave they would feel comfortable in tackling the next morning. Following breakfast, each supervisory group assembled at their vehicle and departed for their cave with a leader accompanying each group.

The swim activity was a chance to clean off the mud for which Centre County, Pennsylvania, caves are renowned, relax a little, and provide a catch-up time for groups running behind schedule. The late-afternoon activity, marking a trail, required each group to select and mark a route to the campfire location approximately one mile from the campsite and atop a steep ridge. It was emphasized that each of the groups would have to follow one of these marked trails, after dark, and retrieve all the markers along the way. The trail marking was accomplished with considerable ingenuity, as were the campfire items each group presented that evening.

The last-morning project required each group to spend time and effort to improve the camp grounds. The project involved restoring a much-neglected playing area.

Instrumentation

Two scales and two evaluation forms were used to assess change and impact. The adapted Group Environment Scale (Moos and Humphrey, 28) measured the level of group-cohesiveness before and after the adventure training. The individual level of self-confidence before

and after the adventure training was assessed by Vegega's (50) Supervisory Self-Confidence Scale (SSCS). Each of these is detailed more in subsequent sections.

All the RAs involved in this study, in both the control and experimental groups, were asked to complete a background profile that was attached to the pre-test (see Appendix B). The profile was developed to illustrate distribution of RAs by sex, level of participation in physical recreation and adventure activities, age range, and prior experience as an RA. Two evaluation forms, the Student Evaluation of the Resident Assistant Program and the Supervisor's Evaluation of the Resident Assistant were utilized by the area coordinators. These were not included in the study inasmuch as they were not definitive to group cohesion and self-confidence.

Group-cohesiveness. A search of the literature (5,6,15,33,37, 43) indicated only two scales for group-cohesiveness. The Moos and Humphrey (28) Group Environmental Scale (GES) was identified as having a dimension of group-cohesion that was suitable for this program. The GES assesses the environment of various groups including task-oriented groups. According to Moos, Insel and Humphrey (29) the goal was to make the GES applicable to a wide range of groups. To this end the final 90-item Form R of the GES was developed on the basis of four criteria: (1) an item should discriminate significantly among groups (88 of the final 90 items discriminated significantly [p .05] among the groups in the normative sample), (2) the overall item split should be as close to 50-50 as possible to avoid items characteristic only

of extreme groups, (3) items should correlate more highly with their own than with any other subscale (all of the final 90 items met this criterion), and (4) each of the subscales should have a nearly equal number of items scored true and scored false to control for acquiescence response set.

The GES contains 10 subscales of 9 items each, of which Group-Cohesion is but one subscale. So that the effects of using the same 9 item scale repeatedly could be masked, 2 different subscales of 9 items each from the GES were included with the 9 Group-Cohesion items for each administration. In this way each scale contained 27 items of which only 9 were repeated. As all members were new to the supervisory groups, an additional response, "My opinion not yet formed," was included in the pre-test. Therefore, the maximum obtainable score for the pre-test was 45, and for the follow-up tests, 36. The scoring pattern for the pre-test was 5, 4, 3, 2, 1 and for the follow-up tests, 4, 3, 2, 1. (See Appendix B)

Self-confidence. An examination of available scales for self-confidence failed to reveal a suitable scale for self-confidence for people in supervisory positions. A similar search by Vegega (50) led her to the conclusion that either existing scales were too global, or their reliability was too low in many cases, or some had not been validated. She accordingly decided to construct her own scale for supervisory self-confidence. (50) She did so by reviewing all appropriate scales and selecting the specific items that seemed pertinent. These were then reworded into a format that could be

answered on a 5-point scale developed according to Likert specifications. (25) Eventually 15 items were selected for inclusion in the Supervisory Self-Confidence Scale (SSCS). The Scale had an internal consistency coefficient of .878 when it was first administered to 100 students. This high internal consistency was maintained in the second administration of the Scale to 80 students, with an internal consistency coefficient of .910. Internal consistency was also computed with data collected for this study. The internal reliability of the items on both the GES and the SSCS are reported in Table 3. The coefficients obtained on the Vegega scale were just slightly lower than those she obtained.

Vegega (50) also constructed a scale to measure supervisory attitudes. So that the effects of giving the Self-Confidence scale on three occasions would be masked, the Supervisory Attitude Scale was combined with the Self-Confidence Scale for the post-training administration. (See Appendix B)

Collection of Data

The Group Environment Scale and the Supervisory Self-Confidence Scale were administered to the RAs from both East Halls and PNC during scheduled RA meetings on the day prior to the commencement of the adventure training. The post-training administration of the scales took place on the day following the training. The scales were again administered at the completion of the Fall Term, 11 weeks after the outdoor adventure program.

TABLE 3

Internal Reliability Coefficients for Each Administration of the GES and SSCS

Scale	Administration[c] (N=95)	Coefficient Alpha Index of Reliability
Group Environment Scale[a]	Pre	0.851
	Post 1	0.910
	Post 2	0.937
Supervisory Self-Confidence Scale[b]	Pre	0.820
	Post 1	0.808
	Post 2	0.843

[a]No. of items--9, No. of response categories on pre--5, on Post 1 and 2--4.

[b]No. of items--15; No. of response categories--5.

[c]Pre--prior to adventure training; Post 1--immediately following training; Post 2--11 weeks later.

Treatment of Data

Profile of subjects. A profile of the subjects was prepared from the responses on the background-information form. The data for the control and experimental groups were tabulated as percentages according to the breakdown of RAs by sex, experience as an RA, and amount of participation in physical recreation. The mean age and age range for the two groups were also obtained.

Group-cohesion. The means, standard deviations, and probabilities were obtained for the experimental and control groups on pre, post 1, and post 2 administrations of the GES. The items were scored according to the Likert method. Because an additional response item was included in the pre-test (see Appendix B), the maximum obtainable score on the pre, and the post 1 and post 2 administrations were different. For this reason it was not possible to use a test for repeated measures and accordingly Analysis of Covariance was chosen to analyze these data. Covariance was also used to control for the slight difference in the pre-test scores between the experimental and control groups, with the experimental group having a slightly higher mean. Although the differences were not significant at the commonly used 0.05 level, the 0.06 level was deemed so close that this control was considered appropriate. For comparative purposes in graphing, the percentage the mean score is of the total possible, was calculated.

A test for parallelism of regression between pre and post 1, and pre and post 2 administrations, indicated that the F ratios were not significant. Therefore, the assumption for the use of Analysis of Covariance was met.

Intragroup (supervisory group) means were compared for each dimension at pre, post 1, and post 2 administrations of the GES. Inasmuch as the number of subjects per supervisory group was small and the members were not randomly assigned to the groups, but were assigned by the area coordinators before testing commenced (see previous description), no statistical comparisons were made among supervisory groups. However, observable trends were examined.

The means for the supervisory groups according to sex were also compared. Because of the disproportionality between males and females in the control and experimental groups, and the small numbers, no statistical significance tests were run for intragroup differences.

Self-confidence. The data from the administrations of the SSCS were treated in the same manner as Group-Cohesion. Analysis of Variance was used to compare the means of the attitude scores. For each dimension, intergroup differences between the experimental and control groups were assessed for significance of difference between means at pre, post 1, and post 2 administrations. As for group-cohesion, intragroup (supervisory group) change and attitude change according to sex were determined by analysis of variance.

CHAPTER IV

ANALYSIS OF DATA

The main purpose of this study was to investigate the effectiveness of a three-day outdoor adventure program as a training method for Resident Assistants (RAs) in the development of group-cohesiveness and self-confidence. This chapter presents the analysis of data and is organized into three sections: (a) profile of the subjects, (b) group-cohesion, and (c) self-confidence.

Profile of the Subjects

There was a difference between the control and experimental groups on the percentage of male and female RAs with the experimental group having more females than the control group. (See Table 4) This was occasioned by the desirability of using the residence halls' counseling system organization intact. Thus, this ratio was consistent with the number of male and female residents which the RAs served. For the 1979-80 academic year, PNC had 2551 female (60%) and 1671 male (40%) residents. By comparison, East Halls had 1781 female (43%) and 2344 male (57%) residents which reflects in the number of female and male RAs. The number of RAs assigned to PNC were 38 females (69%) and 17 males (31%). The different types of housing at PNC accounts for the slightly higher percentage of female to male RAs. At East Halls there were 27 female RAs (45%) and 33 male RAs (55%).

TABLE 4

Percentage[a] of Resident Assistants in Regard to Sex, Experience, and Activity Participation by Control and Experimental Groups

Characteristic	East Halls Control Group (N=51)	PNC Exp. Group (N=44)
Sex		
Female	41	70
Male	59	30
Experience as RA		
None	33	41
One term	14	23
Two terms	--	13
Three or more terms	53	23
Physical Recreation Participation		
Weekly	82	84
Monthly	14	9
Occasionally	4	7
Never	--	--
Participation in Adventure Activities		
Weekly	8	2
Monthly	19	13
Occasionally	61	61
Never	12	24

[a]Based on the RAs who completed all three sets of scales. For the control group 9 RAs did not complete all requirements and for the experimental group the number was 11.

Slightly more than one-half (53%) of the control group had three terms or more of experience as an RA while one-third (33%) were new. In contrast, not quite one-fourth (23%) of the experimental group had three terms or more of experience and two-fifth (41%) had no experience. (See Table 4, p. 35) Both halls predictably have a regular turnover in RAs. This is the usual pattern, in that most RAs only stay in that position for one or two years. The job is seen as becoming increasingly demanding with more involvement being expected in programming and discipline, as well as counselling. Also, students cannot be hired as RAs until their sophomore year. Many see the role in their final year of undergraduate study as too demanding, as well as too restrictive on study and social time. The tendency, therefore, is for RAs to be sophomores or juniors.

The mean age for both control and experimental groups was exactly the same, being 20.7 years, which was almost one year younger than the average for all the RAs. The age range for the control group spanned eight years, while for the experimental group, it was only four years.

A high percentage of RAs in both areas participated regularly in physical recreation, with the level of participation being quite similar for experimental and control subjects. (See Table 4, p. 35) The rate of participation in adventure activities, e.g., canoeing, caving, scuba diving, was also high with some 75 percent of RAs from PNC having experience in this form of recreation while for East Halls the rate was higher (88%). (See Table 4, p. 35) Discussions with the

area coordinators for both East Halls and PNC indicated that this high level of activity appears to have been maintained over the Fall Term. The staff at PNC actually encouraged regular physical activity for the RAs to help counter the stress of the job. In addition, all applicants to PNC for the position of RA are advised of the likelihood of an adventure program being included in the training schedule for that area.

Supervisory groups are reformed each year so all members are new to the group. The members have various degrees of experience, and only those with three terms or more of experience had participated in the previous (1978) pre-Fall training. For the PNC groups, 10 or slightly less than one-fourth of the 44 RAs, who actually completed the training and the three sets of scales, had participated in the previous year's adventure program.

Group-Cohesion

Differences between experimental and control groups. Group-cohesiveness increased significantly for the experimental group when compared with the control group as a result of the intervention of the adventure program. (See Table 5) Both control and experimental groups were initially similar in group-cohesiveness as measured by the pre-test. There was a significant increase in group-cohesiveness for the experimental group when compared with the control group at the end of the training (post 1). At the end of the Fall Term (post 2), it was indicated that the cohesiveness of the experimental group was sustained

TABLE 5

Significance of Difference Between Pre- and Post-Test Means[a] of the Experimental and Control Groups on Group-Cohesiveness (Analysis of Covariance Summary Table: GES)

Source	Sums of Squares	Mean Square	D.F.	F Ratio	Probability
Pre-test and Post 1					
Groups	309.317	309.317	1	24.45	0.01
Error	1164.056	12.653	92		
Total	1473.373		93		
Pre-test and Post 2					
Groups	706.174	706.174	1	26.93	0.01
Error	2412.521	26.223	92		
Mean	3118.695		93		

[a]Mean, standard deviations, and ranges for each administration are in Table 6.

over time and remained significantly different when compared with that of the control group. (See Table 5, p. 38, and Table 6)

Figure 1 illustrates that both experimental and control groups did increase in cohesiveness during the initial training period. This is in keeping with the beliefs of Sherif and Sherif (46) and Anderson (3) relating to groups with common goals or interests. However, the increase for the experimental group was significantly greater than for the control group. Apparently the adventure program was effective in raising the level of group-cohesiveness for the experimental group which was maintained over the period of one term.

The results of the present study appear to support the findings reported in the literature (8,40,51) which suggest a relationship between group-cohesion and adventure activities. It strongly supports the hypothesis that there is a significant difference in group-cohesiveness between those RAs who participate in an outdoor adventure training program and those who do not.

Differences among supervisory groups. Both PNC and East Halls have five supervisory groups of RAs. Only group 4 of the experimental groups declined noticeably over time, from post 1 to post 2 administrations of the GES. However, three of the control groups showed a noticeable decline over the same period, and experimental group 4, and control groups 1 and 5, demonstrated strikingly low scores for the post 2 administration. (See Table 7)

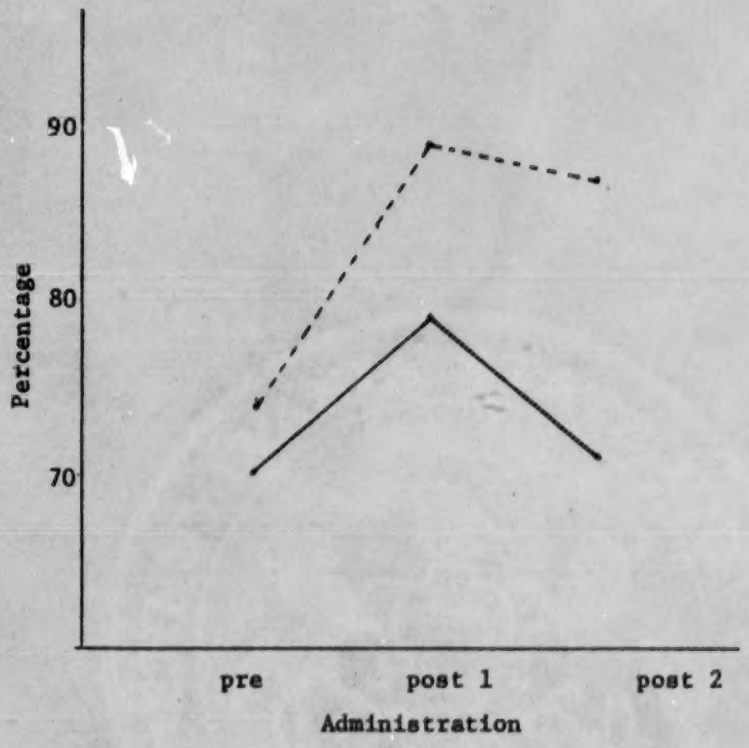
Differences between males and females. The females in both experimental and control groups gave a higher rating for group-cohesiveness than the males on the pre and post 1 administrations, yet

TABLE 6

Means, Standard Deviations, and Ranges for Each Administration of the GES for the Experimental and Control Groups

Administration and Statistics	East Falls Control Group (N=51)	PNC Experimental Group (N=44)
Pre-test (before training)		
Mean[a]	31.49 (70%)	33.5 (74%)
Standard Deviation	5.62	4.55
Range	18-45	25-42
Post 1 (end of training)		
Mean[a]	28.50 (79%)	32.17 (89%)
Standard Deviation	4.62	2.85
Range	17-36	25-36
Post 2 (end of Fall Term)		
Mean[a]	25.58 (71%)	31.15 (87%)
Standard Deviation	5.68	4.53
Range	9-35	16-36

[a]The maximum obtainable score for the pre-test was 45, and for the post tests, 36. Because of this difference, for comparative purposes, the percentage the mean score is of the total obtainable is given.



Key:
--- Experimental group
—— Control group

Figure 1

Means for Group-Cohesion for Experimental and Control Groups by Administration

TABLE 7

Supervisory Group Means[a] for Experimental and Control Groups on Administrations of the GES

Supervisory Group	PNC Experimental Group				East Halls Control Group			
	n	Pre	Post 1	Post 2	n	Pre	Post 1	Post 2
1	9	32.67	33.67	33.44	8	35.00	28.00	19.75
2	13	35.23	32.62	32.08	12	29.75	29.83	28.83
3	8	35.38	34.63	33.00	8	32.00	26.63	29.75
4	8	28.25	29.00	25.50	10	30.40	30.40	27.80
5	6	35.17	32.67	32.17	13	31.46	26.08	21.23

[a]The maximum obtainable score for the pre-test was 45, and for the follow-up tests, 36.

rated cohesiveness lower in the post 2 administration of the scale. (See Table 8) Males and females in both the control and experimental groups demonstrated an increase from pre to post 1 administrations of the GES. However, from post 1 to post 2 administrations, the female groups declined more noticeably in group-cohesion. The experimental group males remained almost as cohesive over the period of the 11 weeks as they were on the pre-test, and the males in the control group declined less in cohesiveness than the females in the control group. (See Table 8)

Self-Confidence

Differences between experimental and control groups. There is not a significant difference in self-confidence between those RAs who participated in the outdoor adventure training and those who did not. (See Table 9) The experimental group compared with the control group shows a significant gain in self-confidence at the 0.057 level. However, it can be seen on Figure 2 that the increase from pre to post 1 (result of the different training programs) was almost identical for both control and experimental groups but the experimental group continued to gain in self-confidence as a result of on-the-job experience. (See Table 10) The fact that RAs were already high in self-confidence when selected for the position may mean that only small shifts in this dimension are possible. This would be in keeping with the findings of Clifford and Clifford. (7) They found a greater change following survival training in individuals with an initial poor self-concept. The participants already high in self-confidence registered only a small improvement.

TABLE 8

Means[a] of Attitude Scores According to the Sex of the Respondents for Experimental and Control Groups on Administrations of the GES

Supervisory Groups	PNC Experimental Group			East Halls Control Group		
	Pre	Post 1	Post 2	Pre	Post 1	Post 2
Male		n=13			n=30	
1	30.50	32.00	31.00	34.67	24.67	17.33
2	34.67	32.00	30.33	29.38	29.50	29.75
3	33.50	31.50	34.00	32.50	26.50	29.67
4	27.00	29.50	29.00	28.75	31.50	27.25
5	35.75	32.75	32.50	30.89	25.44	22.78
Mean male	33.00 (73%)	31.77 (88%)	31.46 (87%)	30.90 (69%)	27.47 (76%)	26.07 (72%)
Female		n=31			n=21	
1	33.29	34.14	34.14	35.20	30.00	21.20
2	35.40	32.80	32.60	30.50	30.50	27.00
3	36.00	35.67	32.67	30.50	27.00	30.00
4	28.67	28.83	24.33	31.50	29.67	28.17
5	34.00	32.50	31.50	32.75	27.50	17.75
Mean female	33.65 (75%)	32.87 (91%)	31.29 (87%)	32.33 (72%)	29.24 (81%)	24.47 (68%)

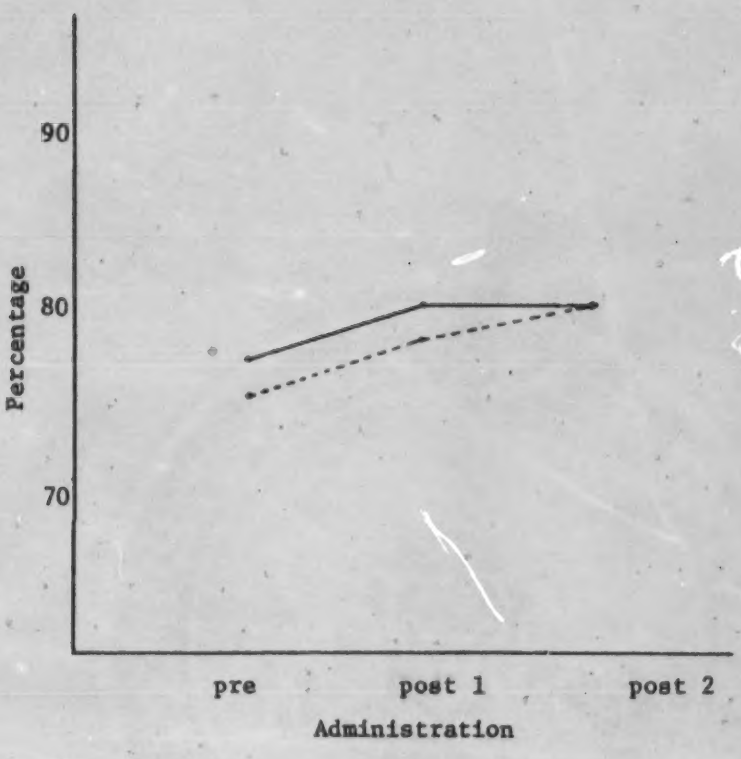
[a]The maximum obtainable score for the pre-test was 45, and for the post tests, 36. Because of this difference, for comparative purposes, the percentage the mean score is of the total obtainable is given for the means for males and females only.

TABLE 9

Significance of Difference Between Pre- and Post-Test Means[a] of the Experimental and Control Groups on Self-Confidence (Analysis of Variance Summary Table: SSCS)

Source	Sums of Squares	Mean Square	D.F.	F Ratio	Probability
Between Subjects					
Groups	54.966	54.966	1	0.581	0.448
Error	8803.469	94.661	93		
Within Subjects					
Tests	361.691	180.846	2	18.939	0.000
Interaction	70.884	35.442	2	3.712	0.057
Error	1776.091	9.549	186		

[a]Means, standard deviations, and ranges for each administration are in Table 6, p. 40.



Key:
--- Experimental
—— Control

Figure 2

Means for Self-Confidence for Experimental and Control Groups by Administration

TABLE 10

Means, Standard Deviations, and Ranges for Each Administration of the GES for the Experimental and Control Groups of the SSCS

Administration and Statistics	East Halls Control Group (N=51)		PNC Experimental Group (N=44)	
Pre-test (before training)				
Mean[a]	58.04	(77%)	56.34	(75%)
Standard Deviation	6.95		5.22	
Range	47-75		41-71	
Post 1 (end of training)				
Mean[a]	59.61	(80%)	58.14	(78%)
Standard Deviation	6.01		5.22	
Range	46-74		48-68	
Post 2 (end of Fall Term)				
Mean[a]	59.75	(80%)	60.27	(80%)
Standard Deviation	6.54		5.94	
Range	50-75		45-71	

[a]The maximum obtainable score for all administrations was 75. For comparative purposes, the percentage the mean score is of total obtainable is given.

Differences among supervisory groups. A considerable degree of similarity existed initially in the level of self-confidence among the supervisory groups for both experimental and control groups (See Table 11), and each group demonstrated an increase from pre to post 1. However between post 1 and post 2 administrations of the scale some experimental and some control supervisory groups made gains, while others dropped back. The general trend for the experimental groups was a continuing gain in self-confidence, whereas the control groups tended to level off. The scores on self-confidence for experimental group 4 and control groups 1 and 5 did not show the considerable variation that was evident in group-cohesion, Table 8, p. 44. It is apparent that self-confidence did increase for both experimental and control groups as a result of the two different training programs.

Differences between males and females. A comparison of scores for self-confidence according to sex shows that the level of self-confidence for the females was consistently lower than that for the males in both experimental and control groups. (See Table 12) The males in the control group started with greater self-confidence, but made the least gains, in fact they declined slightly over the course of the Fall Term. The males in the experimental group and the females in both the experimental and control groups continued to show gains over time.

TABLE 11

Supervisory Group Means for Experimental and Control Groups on Administrations of the SSCS

Supervisory Group	PNC Experimental Group				East Hills Control Group			
	n	Pre	Post 1	Post 2	n	Pre	Post 1	Post 2
1	9	54.11	55.56	60.44	8	57.75	59.13	60.25
2	13	57.31	57.92	61.00	12	57.42	59.17	59.33
3	8	54.63	57.88	56.50	8	57.25	59.75	60.38
4	8	56.13	58.25	61.13	10	58.70	60.70	60.00
5	6	60.17	62.67	62.33	13	58.77	59.38	59.23

TABLE 12

Means[a] of Attitude Scores According to the Sex of the Respondents for Experimental and Control Groups on Administrations of the SSCS

Supervisory Groups	PNC Experimental Group			East Halls Control Group		
	Pre	Post 1	Post 2	Pre	Post 1	Post 2
Male		n=13			n=30	
1	56.50	56.00	61.00	61.33	63.00	62.33
2	59.33	58.00	59.67	59.88	60.25	61.00
3	56.00	60.00	57.00	58.33	60.67	60.83
4	56.50	59.50	68.00	63.75	64.75	65.75
5	61.75	64.75	65.50	59.67	60.22	58.67
Mean male	58.69 (78%)	60.30 (80%)	62.54 (83%)	60.17 (80%)	61.20 (82%)	61.03 (81%)
Female		n=31			n=21	
1	53.43	55.43	60.29	55.60	56.80	59.00
2	56.70	57.90	61.40	52.50	57.00	56.00
3	54.17	57.17	56.33	54.00	57.00	59.00
4	56.00	57.83	58.83	55.33	58.00	56.17
5	57.00	58.50	56.00	56.75	57.50	60.50
Mean female	55.35 (74%)	57.22 (76%)	59.32 (79%)	55.00 (73%)	57.33 (76%)	57.90 (77%)

[a]For comparative purposes, the percentage the mean score is of the total obtainable is given.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the effectiveness of a three-day outdoor adventure program as a training method for Resident Assistants (RAs) in the development of group-cohesiveness within the RA supervisory groups, and individual self-confidence. It was hypothesized that there is a significant difference in both group-cohesiveness and self-confidence between those RAs who participate in the outdoor adventure training and those who do not.

In this chapter are presented: (a) summary of procedures, (b) summary of findings, (c) conclusions, (d) discussion and implications, and (e) recommendations for further study.

Summary of Procedures

An outdoor adventure training program for the RAs from Pollock-Nittany-Centre Halls (PNC) at The Pennsylvania State University was first introduced by the area coordinator as part of the pre-Fall training program for the 1978-79 academic year. A decision was made to include a similar program in the 1979 pre-Fall training.

The subjects used in this study were the 60 RAs contracted to East Halls (control group), and the 55 RAs contracted to PNC (experimental group). A higher percentage (59%) of the control group were male, while a higher percentage (70%) of the experimental group were female. However, this ratio is consistent with the number of male and female residents which the RAs serve. Also, a higher percentage

(53%) of the control group had three terms or more experience as an RA. By contrast, only 23 percent of the experimental group had such experience. RAs in both the experimental and control groups (84% and 82%, respectively) indicated regular participation in physical recreation.

During the week preceding the arrival of the Fall-Term students, the RAs were involved in a four-day training session. While the control group participated in regular "in house" training, the experimental group participated in a one-day orientation program followed by a three-day adventure program. The adventure program entailed hiking, caving, swimming, and group problem-solving tasks. The RA training schedule for the experimental group was organized to permit the inclusion of the adventure program, while still retaining all the facets of the usual RA training.

The Moos and Humphrey (28) Group Environment Scale (GES) was identified as containing a dimension of group-cohesion that was suitable to measure the effectiveness of the program. Vegega (50) had constructed her own scale for supervisory self-confidence (SSCS), and this Scale was selected to measure the self-confidence dimension. Both scales had additional items included to mask the effects of repeated administrations of the same scale.

The GES and the SSCS were administered to the RAs of both East Halls and PNC during a scheduled RA meeting on the day prior to the commencement of the adventure-training program. The scales were administered again on the day following the program, and on the last Wednesday of the Fall Term, 11 weeks after the training program.

A profile of the experimental and control subjects was prepared according to a breakdown of the RAs by sex, experience as an RA, participation in physical recreation, and age. Analysis of covariance was used to compare the mean scores obtained on the GES, to control for the variation in scoring between pre, and post 1 and post 2 administrations, and for the slight advantage displayed by the experimental group's pre-test scores. Intra-group (supervisory group) means and group means according to the sex of the subjects, were compared for differences in responses on the GES. However, no statistical comparisons were made as groups were disproportionate in the male to female ratio, were small, and the members not randomly assigned. The data from the administrations of the SSCS were treated in the same manner as group-cohesion, except analysis of variance was used to compare the group mean scores.

Summary of Findings

Both control and experimental groups were similar in group-cohesiveness as measured by the pre-test, although the experimental group was slightly more cohesive. There was a significant increase in group-cohesiveness for the experimental group when compared with the control group following the training program (post 1 testing). The cohesiveness was sustained over time and remained significant when comparisons were again made between the experimental and control groups at the end of the term, 11 weeks later (post 2 testing). In fact, the cohesiveness of the control supervisory groups declined noticeably over time. Thus the hypothesis that there is a significant

difference in group-cohesiveness between those RAs who participate in an outdoor adventure training and those who do not, was accepted.

The supervisory group means for the experimental and control groups illustrated that only one of the experimental groups declined noticeably over time from post 1 to post 2 administrations of the GES. However, three of the control groups showed a noticeable decline over the same period.

A comparison of the mean scores for males and females in both the control and experimental groups showed that the females gave a higher rating for group-cohesiveness than the males on the pre and post 1 administrations of the GES. On the post 2 administrations of the scale, the females rated cohesiveness lower than did the males.

As on group-cohesion, both control and experimental groups were similar initially on self-confidence as measured by the pre-test. There was no significant increase in self-confidence for the experimental group when compared with the control group either following the adventure program or 11 weeks later. Thus, the hypothesis that there is a significant difference in self-confidence between those RAs who participate in the outdoor adventure training and those who do not, was not accepted.

There was a considerable degree of similarity in self-confidence for the experimental and control supervisory groups where each group demonstrated an increase from pre to post 1 administrations of the SSCS. However, this consistency was not evident between post 1 and post 2 administrations of the scale where some experimental and control groups made gains while others dropped back.

A comparison of scores for self-confidence according to the sex of the respondents showed that the level of self-confidence for the females was consistently lower than for the males in both the experimental and control groups. The control males started out highest in self-confidence but declined slightly over time from post 1 to post 2 administrations of the SSCS. The experimental males and the control and experimental females continued to show gains over time.

Conclusions

Based on the findings and within the limitations of this study, the following conclusions seem justified:

1. A three-day outdoor adventure program as a training method is effective in developing the group-cohesiveness of Resident Assistants (RAs).
2. Group-cohesiveness developed through adventure training is sustained over time.
3. An adventure program does not develop any greater self-confidence within RAs than a usual "in house" training program.
4. The effectiveness of the adventure program is differentiated in certain respects by whether RA participants are male or female.

Discussion and Implications

Group-cohesion. Based upon literature and selected principles, it was indicated that group-cohesiveness is a relevant factor in

assisting RAs to cope effectively with their responsibilities. The activities, some stressful, were presented to elicit maximum interaction in the limited time available. Comments by individuals certainly attest to the belief that adventure activities allow the individual to extend self beyond perceived limits. From the data, it is apparent that the three-day outdoor adventure program did have a significant effect in raising the level of supervisory group-cohesiveness for the experimental group. The program enabled the RAs to become intimately acquainted with the members of their particular supervisory group and their supervisors, and learn to operate successfully as a group. An additional benefit is that they become well acquainted with all the RAs working in the area. Operations of the area are enhanced through the improved communications which develop.

The supervisory groups all successfully completed the activities in the program which, according to Dimock (9) and Anderson (3), would contribute toward the development of group-cohesion. In addition, all the supervisory groups were small, a fact which corresponds with the ideas of Dimock (9) that small groups have higher levels of cohesiveness than larger groups because of the greater interaction and increased participation the small size affords the members.

Assistant coordinators from both the control and experimental groups are directly involved in their respective training programs. The adventure training program for the RAs from PNC emphasized the development of group-cohesion. The noticeable decline in cohesiveness over time of two control supervisory groups is perhaps not as

surprising as for the one experimental group. A possible explanation is that the assistant coordinator responsible for the experimental group was not as convinced as to the need for supervisory group-cohesiveness and therefore, did not actively maintain a cohesive group. Alternatively, the assistant coordinator may not have enjoyed participating in the adventure activities and may possibly have developed negative feelings in that direction.

The data would appear to be the first collected from RAs relating to group-cohesiveness following an adventure training program. They strongly support the inclusion of an outdoor adventure program in the training of RAs to improve this quality.

Self-confidence. Although Iida (19) found in his review of literature that adventure-oriented programs had a positive and fairly consistent effect on self-confidence, the outcome of this study is more in keeping with the findings of Shore. (47) He concluded that the claims for improved self-confidence as a result of an Outward Bound experience are not well established.

The area coordinators for both PNC and East Halls rated self-confidence an important personality factor in the selection of RAs. Thus, it is not surprising that the test results show participants from both areas being high in self-confidence from the outset. Major shifts in self-confidence were, therefore, not likely. Existing scales are probably insufficiently discriminating to provide useful information on populations already high in self-confidence.

An adventure program is not a usual adjunct to RA training, and in a sense, the RAs are not voluntary participants. The University also has certain limitations on activities, particularly in regard to legal liability. For these reasons the program was not as intense or demanding as it might have been. In addition, the duration of the program was very short being only three days. Perhaps a more stressful or longer adventure program would be more effective in raising the level of self-confidence of participants.

Administrative factors. The experience has also demonstrated that an effective adventure program incorporating all the RAs from an area can be implemented at low cost. For the 60 persons involved with the experimental group in the adventure training program, the costs were $565.00 for food, $150.00 for rental of site and equipment, $60.00 for use of vehicles, and $50.00 for incidentals. The total cost was $825.00; or $13.75 per person for the three days of the adventure training program. However, the University Food Services refunded $365.00 for meals not consumed on campus; thus, the net operating cost was only $460.00 or $7.67 per person.

If other areas with the University residence hall system were to offer a similar program to their RAs, several factors must be taken into consideration:

1. The area coordinator and the assistant coordinators must be wholeheartedly in favor of conducting such a course.

2. The course must be carefully planned and must cater to the physical abilities of all participants.
3. Experienced leaders are essential for the activities planned. Frequently, RAs do have the required expertise to act as leaders in adventure programs.

The most frequently asked question at the conclusion of the adventure training related to how the RAs could offer similar adventure activities to groups from their dormitory floors. In conjunction with these requests was an expressed concern that many lacked leadership expertise. A solution to this problem was negotiated through the Recreation and Parks Program at The Pennsylvania State University. Fourteen students enrolled in a Fall-Term Recreation Leadership course agreed to work with the RAs from PNC as part of their practicum requirements for the leadership course. Nine leaders each conducted three caving excursions, three leaders each conducted two canoeing activities, and two leaders each conducted a weekend hiking and camping expedition.

Recommendations for Further Study

It has been suggested that group-cohesiveness is a relevant factor in assisting RAs to cope effectively with their responsibilities. In this study an existing scale for group-cohesion was used. The development of a cohesiveness scale specifically for RAs would provide further information regarding the effectiveness of various training methods.

Time constraints placed on this study permitted only a one-term follow-up administration of the scales. It would be of interest to conduct follow-up testings after two and three terms to determine the further effects of time on the factors being measured. In particular, an extended study would determine if group-cohesiveness, developed during an adventure program, is sustained over the course of an academic year.

The effect of the attitudes of the assistant coordinators on their supervisory groups is another aspect that warrants investigation. Depending on their style of leadership, the attitudes of the assistant coordinators could influence individuals within the supervisory groups either positively or negatively. The scales could be administered to the assistant coordinators in order to determine the relationship between their attitude scores and those of their group.

The data indicated possible differences in the responses of the males compared with the responses of the females on both group-cohesion and self-confidence. A systematic and controlled study is needed to determine the significance of any such differences.

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APPENDIX A

RESIDENTIAL LIFE PROGRAM

More than 12,000 students at The Pennsylvania State University were accommodated on campus in residence halls during the 1979-80 academic year. Millar (49,3) stated that The Pennsylvania State University can provide comfortable living accommodations and ample, well-planned meals, as well as enjoyable and meaningful residential activities.

According to the Terms/Conditions/Regulations of the Housing and Food Service Contract for Undergraduate Residence Halls and Dining Halls at The Pennsylvania State University (49), all freshmen are required to reside in the University residence halls. There are some exemptions for veterans and mature-age students.

The University is very aware of its responsibilities to provide for the physical and psychological safety and security of the residents. It makes a statement to that effect in the Resident Assistant Manual (48, i):

> We must develop new means of demonstrating our contribution to the development of students; we must innovate new ways of educating students and society to their mutual needs and concerns. But most of all, we must be committed to students and their community, and to helping students develop the means of achieving a healthy and human existence in the residence halls.

To this end the University has established Residential Life Programs administered through the Office of the Vice President for Student Affairs. The organization charts (Figures 3 and 4) depict the overall administrative structure of the Office of the Vice President for Student Affairs and illustrate the great concern that the University has for fulfilling its responsibility to the students

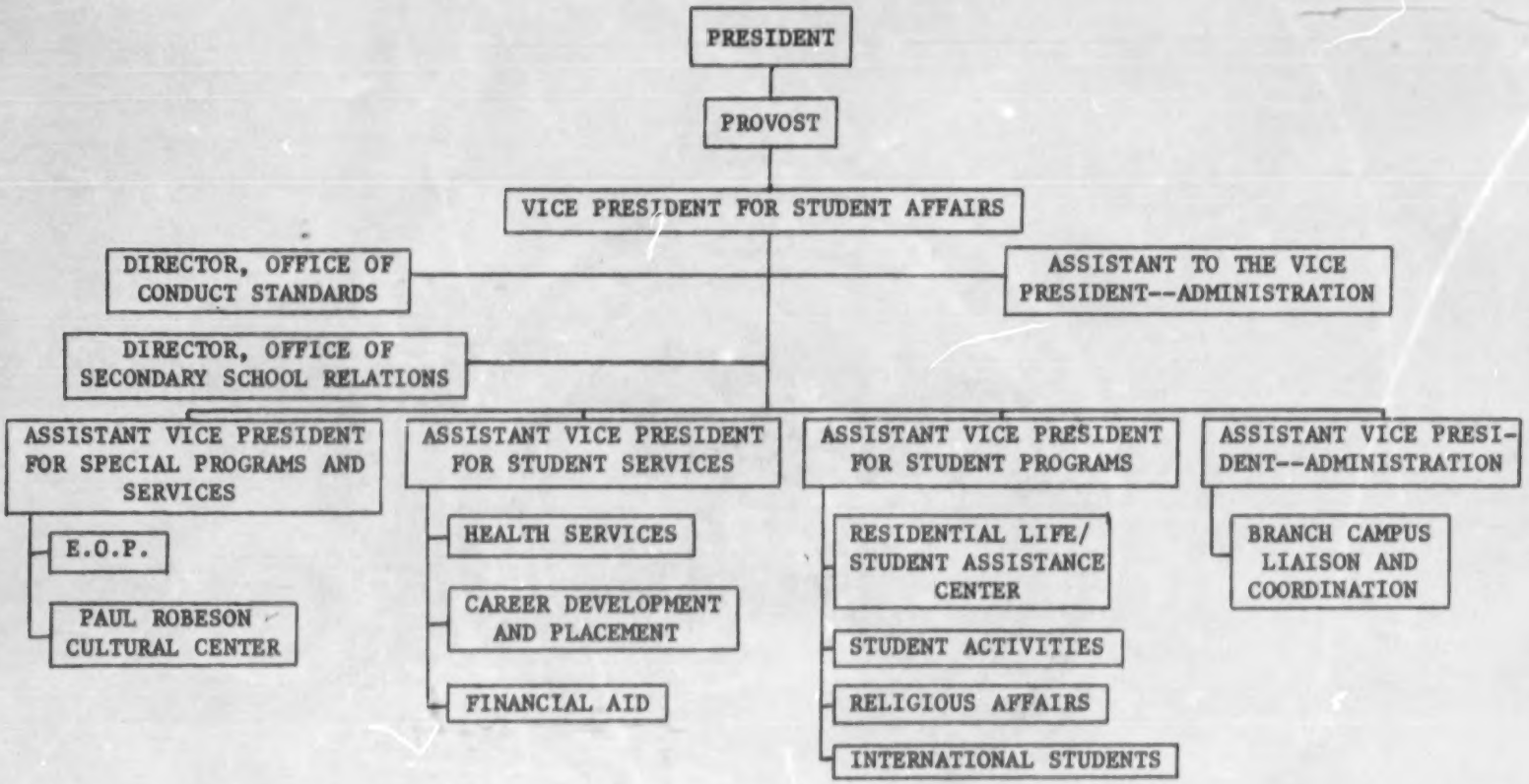

Figure 3

Organization Chart of University as Related to Student Affairs

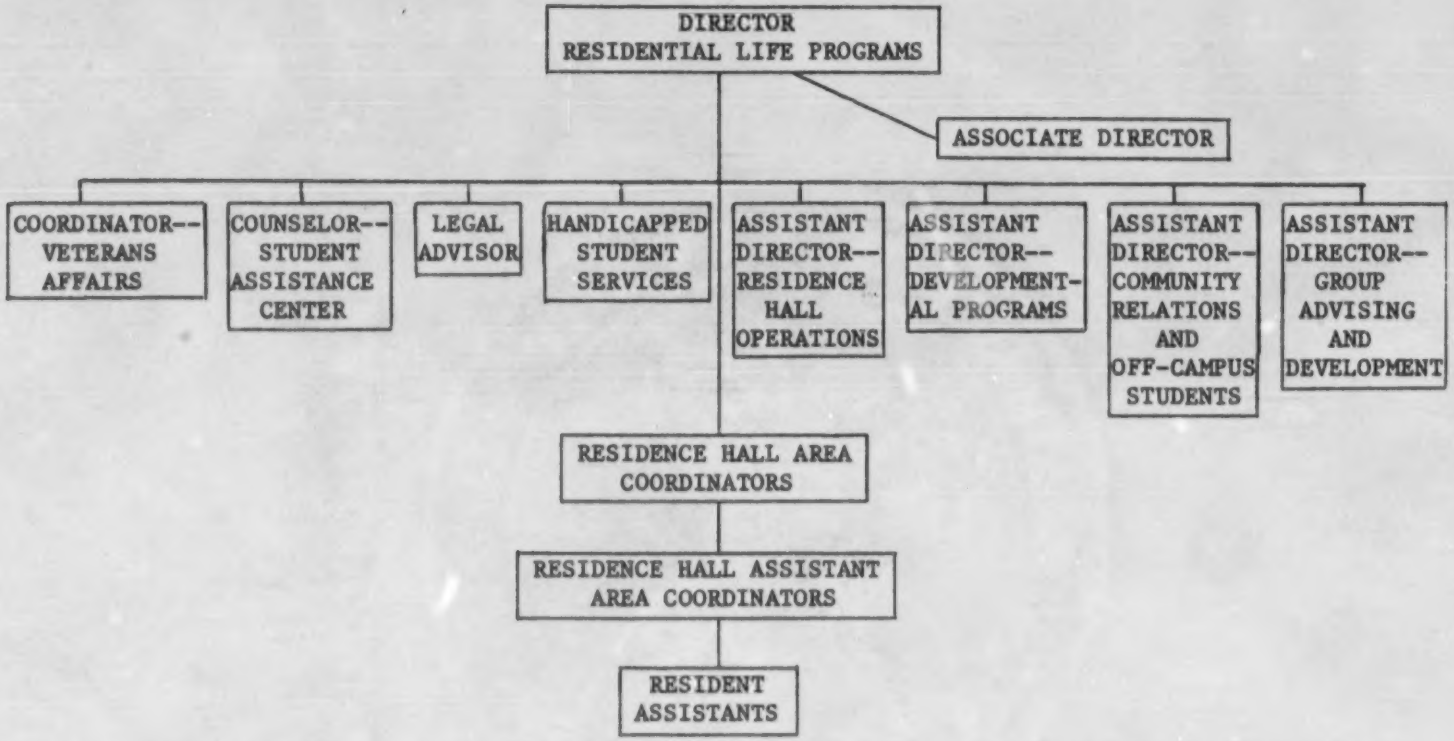

Figure 4

Administrative Structure of the Office of Vice President of Student Affairs

in residence. The Resident Assistant Manual (48), also states that it is the mission of the Office of Student Affairs to assist in the general personal development of students by offering services and programs that support and augment their formal classroom experience.

Student affairs services are primarily supportive, and the programs augmentative. They are designed to extend the student's classroom experience. Programs are developed in the main through channels offered by organized student activities including the component populations of residence hall students.

At University Park there are nine designated communities, or clusters of halls. For the most part these are located on the perimeter of a very large campus. They vary in accommodation capacity from 239 students at McKee Hall to 4,125 students at East Halls, which is one of the largest dormitory complexes in this country. With few exceptions, students are assigned to double rooms with one roommate.

A collection of halls, otherwise known as an area, is administered by an area coordinator and several assistant coordinators, who are professional supervisors of RAs. A supervisory group, consisting of one assistant coordinator and several RAs, assumes the administrative responsibility for one section of an area.

Each RA has direct contact with approximately 70 students. The contact is facilitated by the RAs living in residence, their room being centrally located among the rooms of the students who are assigned to them. "The RA has the responsibility to develop a climate in which the individual student can grow and develop to the extent of his ability." (Resident Assistant Manual, 48, 8).

The administrators of the residential life programs make several basic assumptions about the performance of the RAs. The Resident Assistant Manual (48, 14) lists these. Resident Assistants must:

1. Be positive role models.
2. Be knowledgeable about, help enforce and abide by the University rules and regulations.
3. Have a working knowledge of all aspects of the University.
4. Have emotional maturity.
5. Have sensitivity and concern for others.
6. Be committed to their own personal growth.
7. Integrate the role of University representative and disciplinarian with the role of advisor, counselor and representative of students.

APPENDIX B

INSTRUMENTS

Please provide the information requested below.

Name _____ Age ____ Sex: M F (Circle)

Group Designation (Please check) ____ East Halls ____ Pollock Halls
____ Nittany Halls ____ Centre Halls

How long have you been in the group? (Fill in the blank and circle the appropriate word.)

____ Years Months Days

INDIVIDUAL SCORES FROM THESE SCALES WILL REMAIN CONFIDENTIAL, ONLY GROUP SCORES WILL BE REPORTED.

Before you start would you please check on the scale below the degree of cohesiveness in your group at this particular time.

____ No group cohesiveness established yet.
____ Group in initial formation stage.
____ Some cohesiveness already established.
____ Moderately cohesive.
____ Considerably cohesive.
____ Extremely cohesive.

To what extent do you participate in physical recreation? Please indicate the extent to which you participate (in season) by circling the appropriate category.

Racquet Sports	Weekly	Monthly	Several Times A Year	Once or Twice A Year	Never
Team Sports	Weekly	Monthly	Several Times A Year	Once or Twice A Year	Never
Adventure Activities (Canoeing, Caving, Scuba Diving)	Weekly	Monthly	Several Times A Year	Once or Twice A Year	Never
Others--Active Physical Only (Please list)					
_____	Weekly	Monthly	Several Times A Year	Once or Twice A Year	Never
_____	Weekly	Monthly	Several Times A Year	Once or Twice A Year	Never

GROUP ENVIRONMENT SCALE

Name _____

There are 27 statements on the following page. They are statements about groups. We are interested in the extent to which you agree or disagree with each statement concerning your supervisory group as a whole at this particular time. If you feel the statement is true or mostly true of your group, indicate the extent of your agreement by circling the appropriate letters as explained in the code below. If you feel the statement is false or mostly false of your group, indicate the extent of your disagreement by circling the appropriate letters as explained in the code below.

Use the following code for your answers:

T - True
MT - Mostly True
MF - Mostly False
F - False
X - My Opinion Not Formed Yet

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Use the following code for your answers:

T - True
MT - Mostly True
MF - Mostly False
F - False
X - My Opinion Not Formed Yet

*T	MT	MF	F	X	1.	There is a feeling of unity and cohesion in this group.
T	MT	MF	F	X	2.	Individual talents are recognized and encouraged in this group.
T	MT	MF	F	X	3.	The activities of the group are carefully planned.
*T	MT	MF	F	X	4.	There is very little group spirit among members.
T	MT	MF	F	X	5.	In this group, members are learning to depend more on themselves.
T	MT	MF	F	X	6.	Each member has a clear idea of the group's goals.
*T	MT	MF	F	X	7.	There is a strong feeling of belongingness in this group.
T	MT	MF	F	X	8.	Everyone in this group is pretty much the same.
T	MT	MF	F	X	9.	It's sometimes hard to tell just what's going on in this group.
*T	MT	MF	F	X	10.	Members of this group feel close to each other.
T	MT	MF	F	X	11.	Most members "go along with the crowd."
T	MT	MF	F	X	12.	There is a great deal of confusion in this group at times.
*T	MT	MF	F	X	13.	Members put a lot of energy into this group.
T	MT	MF	F	X	14.	Members are expected to take leadership in the group.
T	MT	MF	F	X	15.	The rules of the group are clearly understood by members.
*T	MT	MF	F	X	16.	A lot of members just seem to be passing time in this group.
T	MT	MF	F	X	17.	Members of this group are encouraged to act independently.
T	MT	MF	F	X	18.	This is a well-organized group.
*T	MT	MF	F	X	19.	The members are very proud of this group.
T	MT	MF	F	X	20.	Members need the group's approval of their decisions before carrying them out.

T	MT	MF	F	X	21.	The leader makes sure that discussions are always orderly.
*T	MT	MF	F	X	22.	This is a rather apathetic group.
T	MT	MF	F	X	23.	The group helps members to become more self-reliant.
T	MT	MF	F	X	24.	The group has an agenda for each meeting.
*T	MT	MF	F	X	25.	The group is a good place to make friends.
T	MT	MF	F	X	26.	There is a good deal of pressure to conform in this group.
T	MT	MF	F	X	27.	Sometimes even the leader doesn't know what to do next.

*The nine items measuring group-cohesion.

Name _____

Listed on the following page is a set of statements. The statements concern how individuals feel about themselves. We are interested in the extent to which you agree or disagree with each statement. Indicate the extent of your agreement or disagreement by circling the appropriate letters. Use the following code for your answers:

SA - Strongly Agree
A - Agree
N - Neither Agree Nor Disagree
D - Disagree
SD - Strongly Disagree

There are no right or wrong answers. The only important answers are those indicating how you feel about each statement.

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Circle the letter corresponding to how strongly you agree or disagree with each statement. Use the following code:

SA - Strongly Agree
A - Agree
N - Neither Agree Nor Disagree
D - Disagree
SD - Strongly Disagree

SA A N D SD 1. I usually feel very nervous when I am placed in a position of command over others.

SA A N D SD 2. I feel I am able to supervise groups as well as most other people.

SA A N D SD 3. There is no problem I could not handle successfully as a group leader.

SA A N D SD 4. Even in unfamiliar situations I am confident in my abilities to organize and take charge.

SA A N D SD 5. I never feel very sure of myself among strangers.

SA A N D SD 6. I would feel very comfortable about supervising a group of male subordinates.

SA A N D SD 7. Whenever I must make a decision, I have confidence in my own judgments.

SA A N D SD 8. All in all, I tend to feel inferior about my own abilities.

SA A N D SD 9. I would feel very uncomfortable about supervising an unfamiliar group of people.

SA A N D SD 10. I do not feel nervous when speaking in front of a group.

SA A N D SD 11. I know I can make effective decisions, even under pressure.

SA A N D SD 12. Being put in a position of leadership brings out the best in me.

SA A N D SD 13. I have great confidence in my abilities to supervise others.

SA A N D SD 14. I do not like being in a position where I must supervise others.

SA A N D SD 15. I get very flustered when working under pressure.

GROUP ENVIRONMENT SCALE

Name _____

There are 27 statements on the following page. They are statements about groups. We are interested in the extent to which you agree or disagree with each statement concerning your supervisory group as a whole at this particular time. If you feel the statement is true or mostly true of your group, indicate the extent of your agreement by circling the appropriate letters as explained in the code below. If you feel the statement is false or mostly false of your group, indicate the extent of your disagreement by circling the appropriate letters as explained in the code below.

Use the following code for your answers:

T - True
MT - Mostly True
MF - Mostly False
F - False

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Use the following code for your answers:

T - True
MT - Mostly True
MF - Mostly False
F - False

T	MT	MF	F	1.	There is very little emphasis on practical tasks in this group.
T	MT	MF	F	2.	There is a feeling of unity and cohesion in this group.
T	MT	MF	F	3.	This group is run in a pretty loose way.
T	MT	MF	F	4.	This is a down-to-earth practical group.
T	MT	MF	F	5.	There is very little group spirit among members.
T	MT	MF	F	6.	The leader usually decides what the group will do next.
T	MT	MF	F	7.	The group rarely has anything concrete to show for its efforts.
T	MT	MF	F	8.	There is a strong feeling of belongingness in this group.
T	MT	MF	F	9.	In a disagreement, the leader has the final say.
T	MT	MF	F	10.	This is a decision-making group.
T	MT	MF	F	11.	Members of this group feel close to each other.
T	MT	MF	F	12.	The leader enforces the rules of the group.
T	MT	MF	F	13.	This is a planning group.
T	MT	MF	F	14.	Members put a lot of energy into this group.
T	MT	MF	F	15.	Members who break the group's rules are corrected by the leader.
T	MT	MF	F	16.	Relatively little work gets done in this group.
T	MT	MF	F	17.	A lot of members just seem to be passing time in this group.
T	MT	MF	F	18.	The leader often gives in to pressure from the members.
T	MT	MF	F	19.	This group concentrates on dealing with everyday problems.
T	MT	MF	F	20.	The members are very proud of this group.
T	MT	MF	F	21.	Members may interrupt the leader when he is talking.
T	MT	MF	F	22.	This group does not help its members make practical decisions.

T MT MF F 23. This is a rather apathetic group.

T MT MF F 24. The leader has much more influence on the group than the other members do.

T MT MF F 25. The group helps its members learn new skills.

T MT MF F 26. The group is a good place to make friends.

T MT MF F 27. The leader often tells members how to do things.

Name _____

Listed on the following page is a set of statements. The statements concern how individuals feel about themselves. We are interested in the extent to which you agree or disagree with each statement. Indicate the extent of your agreement or disagreement by circling the appropriate letters. Use the following code for your answers:

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Circle the letter corresponding to how strongly you agree or disagree with each statement. Use the following code: SA - Strongly Agree
A - Agree
N - Neither Agree or Disagree
D - Disagree
SD - Strongly Disagree

SA A N D SD 1. Violations of company rules should never be overlooked.

SA A N D SD 2. I usually feel very nervous when I am placed in a position of command over others.

SA A N D SD 3. I feel I am able to supervise groups as well as most other people.

SA A N D SD 4. There is no problem I could not handle successfully as a group leader.

SA A N D SD 5. Even in unfamiliar situations I am confident in my abilities to organize and take charge.

SA A N D SD 6. I become impatient when I must work with people who are unable to complete their own work on schedule.

SA A N D SD 7. I would have no difficulty in supervising a group of female subordinates.

SA A N D SD 8. Independent thought among employees should never be discouraged.

SA A N D SD 9. Employees who perform poorly should be dismissed at once.

SA A N D SD 10. Effective supervisors are as receptive to the suggestions of their subordinates as they are to those of their superiors.

SA A N D SD 11. I never feel very sure of myself among strangers.

SA A N D SD 12. I would feel very comfortable about supervising a group of male subordinates.

SA A N D SD 13. I become upset if I do not complete a job on time.

SA A N D SD 14. Supervisors should never be concerned with the morale problems of their employees.

SA A N D SD 15. Employees who are late for work do not care about their jobs.

SA A N D SD 16. Whenever I must make a decision, I have confidence in my own judgments.

SA A N D SD 17. An effective supervisor is never flexible in enforcing company rules.

SA A N D SD 18. All in all, I tend to feel inferior about my own abilities.

SA A N D SD 19. Workers will automatically lower their work standards in the absence of their supervisor.

SA A N D SD 20. I would feel very uncomfortable about supervising an unfamiliar group of people.

SA A N D SD 21. I do not feel nervous when speaking in front of a group.

SA A N D SD 22. Uncooperative employees should be disciplined immediately.

SA A N D SD 23. I know I can make effective decisions, even under pressure.

SA A N D SD 24. Effective supervisors are concerned about the morale of their work groups.

SA A N D SD 25. Being put in a position of leadership brings out the best in me.

SA A N D SD 26. In matters affecting the workers, a supervisor should always ask his/her workers for their opinions and preferences.

SA A N D SD 27. I have very little patience with individuals who do not work efficiently.

SA A N D SD 28. Effective supervisors never delegate any of their authority to their subordinates.

SA A N D SD 29. I have great confidence in my abilities to supervise others.

SA A N D SD 30. When I am assigned a job, I like to get it done as soon as possible.

SA A N D SD 31. I do not like being in a position where I must supervise others.

SA A N D SD 32. In matters of work-related policy, the supervisor is clearly the expert.

SA A N D SD 33. I get very flustered when working under pressure.

GROUP ENVIRONMENT SCALE

Name _____

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Use the following code for your answers:

T - True
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T	MT	MF	F	1.	Personal problems are openly talked about.
T	MT	MF	F	2.	Things are pretty routine in this group most of the time.
T	MT	MF	F	3.	There is a feeling of unity and cohesion in this group.
T	MT	MF	F	4.	Members are expected to keep their personal hang-ups out of the group.
T	MT	MF	F	5.	The group does very different things at different times.
T	MT	MF	F	6.	There is very little group spirit among members.
T	MT	MF	F	7.	Members sometimes tell others about their feelings of self-doubt.
T	MT	MF	F	8.	New approaches are often tried in this group.
T	MT	MF	F	9.	There is a strong feeling of belongingness in this group.
T	MT	MF	F	10.	Members sometimes talk about their dreams and ambitions.
T	MT	MF	F	11.	The group feels most comfortable with tried-and-true ways of doing things.
T	MT	MF	F	12.	Members of this group feel close to each other.
T	MT	MF	F	13.	Members hardly ever discuss their sexual lives.
T	MT	MF	F	14.	This group always stays just about the same.
T	MT	MF	F	15.	Members put a lot of energy into this group.
T	MT	MF	F	16.	Members' religious beliefs are never discussed in the group.
T	MT	MF	F	17.	People in this group are very interested in trying out new things.
T	MT	MF	F	18.	A lot of members just seem to be passing time in this group.
T	MT	MF	F	19.	Members can discuss family problems in this group.
T	MT	MF	F	20.	This group welcomes unusual ideas.
T	MT	MF	F	21.	The members are very proud of this group.

T MT MF F 22. In this group, you can find out what other people really think of you.

T MT MF F 23. The group usually follows about the same pattern in every meeting.

T MT MF F 24. This is a rather apathetic group.

T MT MF F 25. This group is a good place to "let off steam."

T MT MF F 26. This group has a set way of doing things.

T MT MF F 27. This group is a good place to make friends.

Name _____

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SA A N D SD 4. Even in unfamiliar situations I am confident in my abilities to organize and take charge.

SA A N D SD 5. I never feel very sure of myself among strangers.

SA A N D SD 6. I would feel very comfortable about supervising a group of male subordinates.

SA A N D SD 7. Whenever I must make a decision, I have confidence in my own judgments.

SA A N D SD 8. All in all, I tend to feel inferior about my own abilities.

SA A N D SD 9. I would feel very uncomfortable about supervising an unfamiliar group of people.

SA A N D SD 10. I do not feel nervous when speaking in front of a group.

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SA A N D SD 12. Being put in a position of leadership brings out the best in me.

SA A N D SD 13. I have great confidence in my abilities to supervise others.

SA A N D SD 14. I do not like being in a position where I must supervise others.

SA A N D SD 15. I get very flustered when working under pressure.